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28 February 1967

MEMORANDUM FOR: Executive Officer to the DDS

SUBJECT: Activity Report No. 13: Instructional Systems Study (ISS)

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1. The returns are all in on the [REDACTED] Seminar of 23 January to 3 February. The morning session of the 23rd before an audience of some 65 to 70 people was not a success. The good doctor simply didn't do what he was asked to do and what the majority of his audience expected him to do. He was asked to explain briefly what PAI is, how and where it has been used successfully and how it might be used to meet the training requirements of CIA. Instead, he delivered what I suspect was similar to his opening lecture in "Behavioral Psychology 201"

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The rest of the Seminar, conducted for the 12 OTR instructors who will be writing units of PAI for use in OTR courses, was a success. The two weeks seminar constitutes the first phase of a six months experiment. Whether the total experiment is a success will depend on how skillful the 12 student programmers are in writing units of PAI to be used in OTR courses more effectively and efficiently than the conventional teaching units they are designed to replace. In any event 12 OTR instructors now understand the vital importance of clearly stated, specific, detailed and measurable training objectives as a basic ingredient to any teacher-pupil relationship. This alone is money in the bank.

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2. Progress on [REDACTED] reports on the Intelligence and Support Schools has not been as rapid as I would like to have it. Principal reason for the delay is the difficulty we are experiencing in receiving training objectives for those OTR courses we believe are subject to improvement. I have the uncomfortable feeling that I am beating this horse to death, but the fact remains that one simply cannot make a systems analysis of any course until it has been

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determined specifically what it is the course is expected to teach, or more accurately, what it is the students are expected to learn. We have received course descriptions from OTR course chiefs; but a description is not a training objective.

The course chiefs are by no means all to blame for this deficiency. They are very busy people who are engaged day by day in live teaching situations. Some still don't comprehend the difference between course description and course objectives. And some may not be truly certain what the training objectives are! Perhaps the training objectives should originate in the offices of the appropriate Deputy Directors! But [REDACTED] cannot write OTR course training objectives and it would be inappropriate for me to attempt to, even were I qualified. We must rely on School and Course Chiefs. This problem is solvable and will receive our priority attention during March.

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3. On February 10 proposals for the development of three units of PAI in Vietnamese were sent to the remaining nine firms which had expressed a desire to bid. The deadline for receipt of bids is March 1st. Telephonic queries have been received to date from one individual and two firms which will bid-- [REDACTED]

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When all bids are in I shall call together the members of ISSG, the DTR and the Language School to select the successful bidder.

4. I spent three hours of February 17 at the Academic Computer Center of the U. S. Naval Academy, Annapolis being briefed by the Director of the Center. It was an eye-opening exercise. I was briefed on the performance, accomplishments and plans for F. Y. 1967 and the detailed plans for F. Y. 's '67 through '71. Allegedly, budgets for the five years have been approved through the Sec. NAV, increased ceiling slots allotted, and accomplishments are ahead of schedule.

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The plans call for the entire academic curriculum of the Corps of Midshipmen to be taught by Computer Assisted Instruction by F.Y. 1971. The Director of the Center, Dr. Paul Quinn, who is a "borrowed" member of the Electrical Engineering faculty, and his staff are eager beavers, enthusiastic, dedicated, competent, imaginative but at the same time practical. Of equal importance they, again allegedly, have the wholehearted support and backing of a large majority of faculty members and academic department heads, the Commandant, the CNO and the Sec. NAV. They seem not to worry about the Sec. Def. or the Director of the Bureau of the Budget. And they don't care what the Midshipmen think.

A most refreshing experience.

5. I've gone to the well so often and come back with empty buckets that I've become a trifle gun-shy on reporting favorably about commercially available foreign language programmed texts which show promise of meeting CIA requirements. But there is a pale glow on the horizon. I met this week with the President and Vice President of the [REDACTED] who briefed Dr. Albert Storm and me on their plans to design and publish within a year PAI texts and tapes in four foreign languages: French, Spanish, Italian, German and English as a foreign language. Dr. Storm is the Office of Education, HEW, official in charge of foreign language loans and grants. He was as impressed as I over the [REDACTED] plans, methods and team of linguists associated with the project, and even more impressed that the Institute sought no funds! The Institute is a profit organization which hopes to make a profit from the sale of its programs. This is the reason it has set itself a rigid deadline and embarked on the project in a practical, businesslike manner. Many of the eleemosynary institutions I've tried to do business with in the last year like the universities or the [REDACTED] would talk the project to death and then take five years to complete.

Our next step is to bring the Institute and the Interagency Language Round Table people together in the hope that common training objectives (there I go again!) can be agreed upon.

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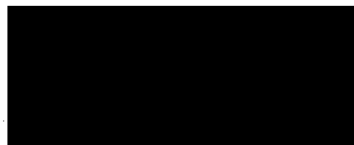
6. On 16 February [REDACTED] and I met with [REDACTED] of the Defense Intelligence School. We discussed a programmed booklet, "Introduction to the Intelligence Process," and a "Case Study on the Intelligence Process" prepared for the Defense Intelligence School by Xerox/Basic Systems Incorporated. These two instructional items represent two hours of instruction formerly conducted by the lecture method. They cost \$8,000.00 to prepare, and the DIS faculty believes the PAI units are more effective and efficient than the lecture method of instruction. They are of limited use to CIA's Intelligence School.

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7. As a follow through on the recent 2-week Training Seminar in Instructional Programming each participant has developed a short PAI unit in his subject area. These units are currently being tested on students to ascertain 1) their effectiveness, 2) the student interest in the PAI method of learning, and 3) to spot any weakness in the individual programs. To date three (3) people have performed some form of testing. In each of these three (3) cases the results have indicated that PAI has been very effective in teaching (80 - 100 per cent on post-test) and that student interest in the PAI method is very high. By the end of March we will have tested most of the 12 programs and be in a position to supply more data.

To facilitate the implementation of PAI in OTR we have undertaken a non-budgeted project to develop PAI units for the Basic Writing Course (Effective Paragraphs) and the 4 hours Photo Interpretation course. With these and the 12 units being developed by the Training Seminar in Instructional Programming students, we hope to show 1) how PAI may be effectively developed by and for OTR personnel, and 2) the teaching value of this method to OTR.

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Coordinator
Instructional Systems Study

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